



SCHOOL LIFE

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No. 8



*School Buildings
CAMP KNOX Ky.*



*Class in use of Instruments
for measuring angles*



Class in Topographical Sketching

EDUCATION IN AN ARMY CAMP.

HUNDRED COURSES OF STUDY OPEN TO ENLISTED MEN.

More Than 2,500 Classes Now in Operation—100,000 Enrolled—Making the Army a National School.

Over a hundred different courses of study are now available to the enlisted men in the United States Army, according to a statement prepared by the Office of the Chief of Staff, United States Army, and 2,500 classes are being held in these courses, with approximately a hundred thousand soldiers enrolled.

The number of subjects taught in the different camps varies from 10 to 40, and the courses are offered at posts, camps, and stations throughout the United States and in overseas detachment. While reports to the Education and Recreation Branch for February 28 are not yet complete, reports have been received from a sufficient number of posts, stations and camps to show that the enlisted men receiving instruction in vocational and educational subjects in addition to their military training will be in excess of those reported in the official statement for February 10 (see p. 6).

"All courses, manifestly, can not be conducted at all posts and camps," says the War Department statement, "but, con-

sistent with its facilities, every camp, post or station will offer the maximum possible choice in educational and vocational education.

"Henceforth, the young man who enters the United States Army will be given a course of training which will be equivalent to an industrial training school. When he has completed the years of his service as a soldier and returns to civil life he will return qualified for a definite occupation. Those who seek expert employees will look to 'graduated' Army men as probably the best equipped technically trained men to be had.

"The Army training will, however, be broader than merely to fit a man into industry. It will make a better citizen, a broader-minded man in every way. It will bring to thoroughly practical industrial training the culture that can reasonably be combined therewith.

"It is proposed to make the Army not only a military force to be trained and ready in time of national emergency, but to make it a great educational institution where young men with the best mental, moral and physical qualities, and with the highest ideals of patriotic citizenship, will be produced."

This issue of SCHOOL LIFE is devoted largely to descriptions of the educational work of the Army.

COVERS ALL BRANCHES OF THE SERVICE.

Army Education Plan Reaches Soldier in Every Arm—From Infantry to Ordnance—Camp Meade and Other Camps as Typical Instances of Army School Work.

The Army plan for educational and vocational opportunities for enlisted men reaches soldiers in every arm of the service. The following notes, compiled from War Department sources, afford a survey of the various branches with the educational opportunities available.

Education in the Line.

Although the Infantry, the largest branch of the Army, is distinctly a fighting arm, the educational opportunities are by no means neglected. A young man of character and energy who enlists in the Infantry to-day is sure of thorough military and vocational training, besides an opportunity to enlarge his general knowledge by wide travel and varied associations. Schools which embrace both general and professional knowledge are provided in all regiments, and the soldier who wishes to pursue any special vocational courses is encouraged in this desire.

Field Artillery.

The knowledge required of a Field Artillery man is as broad and diversified as in any other arm of the service. The Field Artillery is organized into both horse and tractor regiments, and this requires a thorough training both in the care of animals and in the management of tractors. Many trades and occupations are taught in the Field Artillery, of which the following are perhaps the most important: Wireless telegraph operator, truck master, chauffeur, automobile mechanic, harness maker and saddler, telephone and telegraph lineman, cook, horseshoer, teamster, wheelwright, carpenter, painter, and truck driver.

Cavalry.

The Cavalry is the combat arm of the greatest mobility, and hence for those men who prefer a life of action it offers unusual attractions. In learning to control a horse the cavalryman learns to control himself, and when the cavalryman returns to civil life he has at his command a knowledge of equitation and of horses which is a valuable addition to his equipment.

Coast Artillery.

Men with a mechanical ability will find splendid opportunities for exercising their bent in the schools of the Coast Artillery Corps. This corps offers special advantages to men who have had training and experience in the care of electrical machinery, engines, and boilers; those who wish to pursue courses in mechanical drawing, map work, and pho-

tography. The Enlisted Specialist School at Fort Monroe has set a standard for efficiency.

Engineers.

The Corps of Engineers, in addition to combat assignments, is charged with reconnoitering and surveying for military purposes and with the preparation of maps of the theater of operations; planning and directing of offensive and defensive works; examination of routes of communications for supplies and military movements; construction and repairing of military roads, railroads, and bridges, as well as a host of other work.

In each regiment or separate unit there are conducted schools for the training of the necessary trade specialists for that unit. The schools give elementary instruction in the following trades: Blacksmith, machinist, electrician, lithographer, surveyor, welder, auto repair man, mason, draftsman, carpenter, and photographer.

At camp Humphreys central trade schools are conducted for enlisted men. Here the facilities offer complete and advanced trade instruction and fit men as advanced noncommissioned officers or for master engineer grades.

Ordnance.

The Ordnance Department, which is primarily the manufacturing and maintenance branch of the Army, manufactures over 100,000 separate articles. It makes,

maintains, and repairs all fighting tools of the Army. It also makes and supplies the ammunition and shell that the Army uses. The department maintains manufacturing plants, or arsenals, throughout the country, as well as proving grounds for testing guns and ammunition. It also maintains great warehouses, where this material is stored. The Ordnance Department therefore teaches not only manufacturing, mechanical trades, maintenance and repair work, but also such things as warehousing, shipping, railroading, stockkeeping, and supply work. To prepare men for such work extensive courses of training are given men at Raritan Arsenal, in which general and special courses are given under competent instructors.

Construction Division.

The Construction Division of the Army offers unusual opportunity for skilled workmen to enlarge upon their knowledge by engaging in the different trades, and for the apprentice to learn trades, some of which are: Electricians, steam roller operators, draftsmen, bricklayers, road foremen, waterwork and sewerage engineers, steamfitters, mechanical engineers, heating plant engineers, painters, surveyors, boiler firemen, tinnerns, blacksmiths, boilermakers, fire fighters, sign painters, carpenters, and stenographers.

Chemical Warfare Service.

The Chemical Warfare Service is the youngest branch of the Army, and offers unusual advantages to enlisted men. One-fourth of the enlisted personnel will be noncommissioned officers, with grades ranging from corporal to master chemical engineer. This service is a veritable



TRANSPORTING STUDENTS TO CLASSES, CAMP PIKE COLLEGE, ARKANSAS.



ENGINEERS—1. Masonry; 2. Welding; 3. Surveying; 4. Lithography. Other courses:—Blacksmith, Machinist, Photography, Carpentry, Drafting, Electricity, Auto Repairing, Flash and Sound Ranging, Searchlight, Light Railway. Regimental schools cover these and common school subjects. At Camp A. A. Humphreys Central School more advanced and complete courses for men demonstrating marked ability in the regimental schools. This school has a capacity of about 4,500 students annually. Courses average four months duration. New classes start three times a year.

mine for young men who want to improve themselves along scientific lines. Men are trained in Infantry tactics and special courses are open in chemistry, electrochemistry, mechanical engineering, machine shop work, powerhouse management and operation. All the apparatus necessary for projecting gas in warfare is developed by this branch of the Army.

Training in the Medical Department.

In the Medical Department men are given opportunities which may have very great usefulness in civil life. Courses are given in which enlisted men may become proficient laboratory technicians and bacteriologists, sanitary chemists, and other medical subjects. Special courses to qualify men are established at the Army medical schools and in the laboratories and hospitals throughout the country. Men so desiring may select dental work, in which they will be given special training. This training is of great value as a basis for further study when the soldier returns to civil life.

In the Veterinary Corps enlisted men are given valuable training in the care and treatment of horses.

Quartermaster Corps.

Systematic training in the Quartermaster Corps encourages soldiers to qualify for technical and executive positions by training men in the following trades: Bakers, blacksmiths, electricians, steam engineers, firemen, harness makers, ma-

chinists, overseers of labor, pack masters, carpenters, painters, stenographers, tailors, wheelwrights, as well as many other branches.

Education at Camp Meade.

An example of the Army work in education is found at Camp Meade, Md. Soldiers entering the United States Army schools at Camp Meade have the advantage of study in five educational and vocational departments—English education, business and commerce, industrial science, technical science, and professional training.

Discussing the aim of the Camp Meade schools, Gen. Hutcheson says: "Education is the process of leading a man out of himself and his surroundings into better and more advanced conditions. The man who refuses the chance to improve retards the civilization of the human race. A free education is offered to men in the Army. How foolish the man who scorns the opportunity."

This school, like all others in the Army, is equipped under the direction of the War Department. All books and supplies are offered free, and all that is asked of a man entering on a course is that he be earnest and willing to work. While the schools are under the supervision of the Army, the teaching personnel, buildings, and equipment have been given to the camp by the Knights of Columbus, the Y. M. C. A., and the American Library Association.

The courses of study have been selected with great care, as well as the teaching personnel. More than ever a man's advancement in the Army depends upon what he actually knows, and it is with this end in view—the rapid promotion of men—that the schools are operating.

Under the department of English education men are being given courses in civil service preparation, English branches, modern languages, mathematics, and journalism. The department of business and commerce covers clerical training, commercial education, and typewriting and shorthand. Under the department of industrial science the student is trained in blacksmithing, carpentry, theatrical staging, plumbing, and machine shop work. The department of technical science teaches drafting, motor transport, music, radio, and telegraphy, and applied electricity. The department of professional training includes chemistry, preliminary dentistry, and pharmacy.

It is optional with men assigned to Camp Meade to take one or more of the courses offered at the schools. But when a man has signed up with a class, attendance and study become military duties.

Motor Transport Schools.

Since the signing of the armistice, four motor transport training schools, conducted by the Motor Transport Corps,

(Continued on page 15, column 1.)

THE ARMY AS A NATIONAL SCHOOL

By Maj. S. G. Blanton and Lieut. L. K. Koontz, Education and Recreation Branch, War Plans Division, General Staff, War Department

The World War strikingly illustrated, among many other things, the reliance of the Army upon the trained mind, particularly the college-trained mind. West Point, the leading technical schools, and the colleges, furnished the real backbone of the thinking Army. As a remarkable contrast to this situation we have the 1919 report of the Division of Psychology, Medical Department of the Army, which emphasized in an unmistakable manner the prevalence of illiteracy throughout the country. As a typical cross section of the Nation, the Army showed that 24 per cent, or one man in every four, could neither read nor write the English language intelligently. A surprisingly large number of these men were totally illiterate.

System of Educational and Vocational Training Instituted.

To combat this deplorable condition and to utilize war experience which emphasized the need of occupationally trained men for the Army, the Secretary of War directed the General Staff to institute a system of educational and vocational training in the peace-time Army with the dual purpose of better fitting the soldier for his military duties, and at the same time qualifying him for the place that he would eventually take in civil life.

With this purpose in view, General Orders, No. 109, War Department, 1919, was issued to the service, providing that:

IV. Education and recreation of the soldier.—1. Control and supervision.—By direction of the Secretary of War, the direct control and supervision of all matters pertaining to the education and recreation of the soldier is vested in the Director, War Plans Division, General Staff, who will have associated with him a board of civilian educators to advise him on the development of educational policies within the Army. He will provide for a proper system of inspection to insure uniformity in this training.

2. Education.—Education in the Army will serve a twofold purpose:

a. To train technicians and mechanics to meet the Army's needs, and to raise the soldier's general intelligence in order to increase his military efficiency.

b. To fit the soldier for a definite occupation upon his return to civil life.

Educational work, within the times allotted in War Department orders, will be as regularly scheduled as is military training, and it is made the duty of all commanders to see that all subordinate

officers apply to this new work the same high standard of duty heretofore exacted in the purely military training. Every possible assistance will be given by the War Department to organization, camp, and post commanders in the development of these standards. Until further orders, educational training, except for illiterates, will be voluntary, but when once enrolled as a student, the soldier will be required to complete the course undertaken; and normally an average of three hours a day, five days a week, will be devoted to such training. It is not intended in allotting a three-hour daily or fifteen-hour weekly time to educational work to restrict commanding officers rigidly thereto, but it is intended that in the allotment of time for educational work for the year, provision should be made for this proportion of the time to be devoted to educational work. * * *

In furtherance of the War Department policy as outlined in General Orders, No. 109, there was issued to the service Bulletin No. 33, W. D., 1919, establishing the broad general principles upon which the work would be conducted. In part, the Bulletin provides:

Practical Work Insisted Upon.

V. Educational and Vocational Training (Cir. No. 440, W. D., 1919).—Educational and vocational training is daily becoming of more importance in the service. Such training is not only of benefit to the individual and to the country at large, but is of equally direct value to

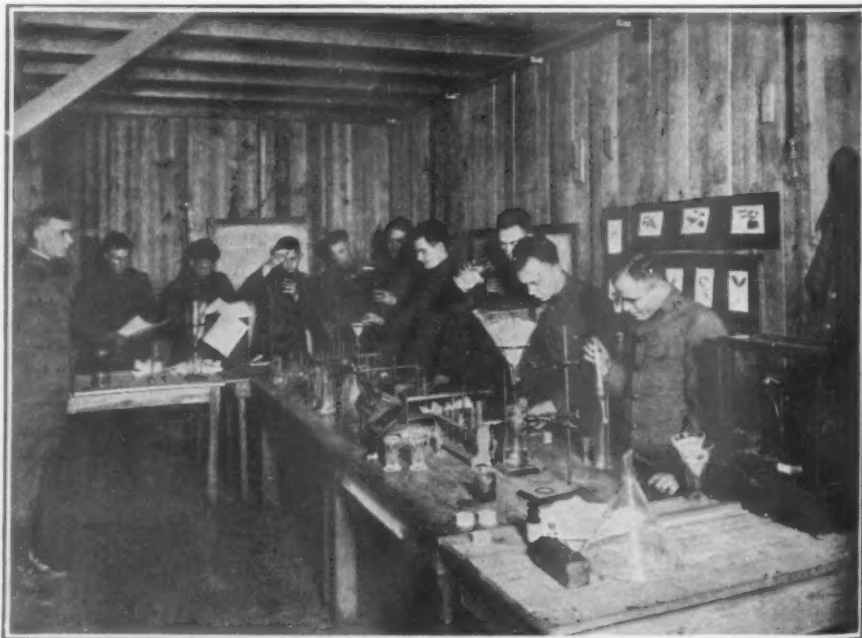
the military service. Its furtherance will be given the careful attention of all commanding officers.

2. The general policy necessarily includes giving, so far as possible throughout the entire service, adequate and immediate opportunity for the educational and vocational training of such men as desire it. It also includes the development of a practical system of coordinated educational and vocational training that will fit men for effective military service and for success in civil life.

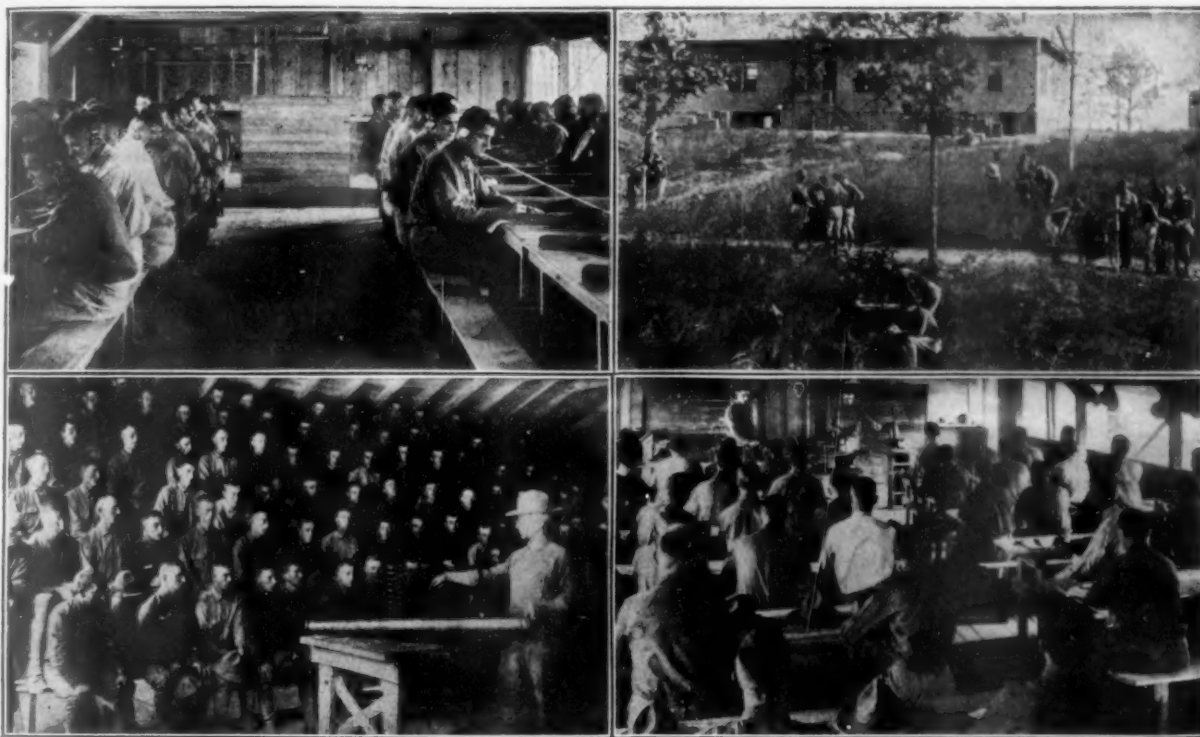
At such place where training is carried on the first year's work must be practical in so far as concerns direct results and present personnel, and creative and experimental in so far as concerns the methods followed, standards of training, and programs of instruction. The main factors in making the year's work successful must continue to be the initiative, resourcefulness, and good judgment of commanding officers and of education and recreation officers and their assistants and the utilization to the best advantage of the Army's own resources in personnel, equipment, and material. * * *

In addition to such special courses as may be given at the various training centers and in the special arms and services, the following courses are being taught very generally throughout the service:

Vocational training.—Automotive, electrical, building, textile, food, animal transportation, metal, printing, medical, highway construction and topography,



A CLASS IN PHARMACY IN ONE OF THE ARMY CAMPS.



FIELD ARTILLERY—1. Radio; 2. Topography; 3. Mechanics; 4. Electricity. Also opportunities to learn trades of Transit and Levelman, Draftsman, Stenographer, Telegraph and Telephone Operator, Lineman and Repairman, Chauffeur, Auto Mechanic, Horseshoer, Wagonmaster, etc. Instruction in regimental and brigade schools. The men making the best showing in these schools will be sent to the Field Artillery Officers' Schools, located at Fort Sill, Oklahoma and Camp Taylor, Kentucky, for special training in the duties of battery officers to fit them for commissioned rank.

power, music, leather, machine, business, agriculture, and miscellaneous.

Educational training.—Basic courses consisting of penmanship, English, arithmetic, spelling, geography, United States history, civics, and elementary science; advanced courses comprising mathematics, general history, modern languages, economics, and sciences.

Each of the main departments is of course further subdivided; for example, the course in agriculture includes truck gardening, horticulture, agronomy, farm mechanics, farm economics, economic entomology and zoology, and animal husbandry.

Big Camps Serve as Parent Schools.

Several of the large divisional camps have been designated as "parent" schools where certain departments of instruction are being specialized in and courses developed along the most approved modern educational lines in order that their experiences may be disseminated practically throughout the service. The job sheet problem method is employed and the freest possible rein is given to the soldier's individual initiative. Courses based entirely upon so many hours a month and so many months a year will be, in time, superseded by rational courses where a student's progress depends entirely upon the interest and time that he devotes to his course. Thus, one man may take three weeks to complete a

certain course and another man three months to finish the same piece of work. A man's progress will be almost entirely a matter of the personal equation.

Each man who successfully completes a course will be given a standard War Department certificate by the local commanding officer. This standard certificate "will not be adopted for general use throughout the service until such time as it will represent, for each vocation, a certain definite degree of proficiency, uniform throughout the entire service, and fully meeting the requirements of civil life as well as of the Army. The standards adopted will be such that a discharged soldier, character 'excellent,' with a War Department certificate showing that he has qualified, for instance, as a 'carpenter,' will need, when seeking civil employment as a carpenter, no further proof either of character or of proficiency. Similarly, War Department certificates covering educational subjects will, it is expected, be accepted by civil educational institutions as evidence of proficiency in such subjects."

Educational Measurements and Trade Tests.

Considerable attention is devoted to educational measurements and to trade tests. Under the former are included literacy tests, tests in the fundamentals for classification and assignment in basic education courses, and tests for the selection and assignment of men to vari-

ous vocational courses and trades. The work in developing trade tests which the Army began during the war is undergoing extension.

At a recent conference held at Camp Grant, Ill., it was deemed advisable, in order to coordinate the activities of the research and development experts in all the camps, to concentrate all research work at some one camp. Camp Grant was selected for the purpose because of its location within an industrial center. Here educational experts will conduct experiments and work up job sheets in different vocations to the end that, eventually, all division camps will have uniform layouts of courses and equipment for the subjects to be taught throughout the service. It is contemplated that a normal school will be conducted here during the summer, to which instructors and education officers will be sent. This will work toward uniformity of instruction, coordination of effort, and a higher grade of efficiency.

Work Among the Illiterates.

A striking feature of the educational program has been the work among the illiterates. The War Department feels very much encouraged over the success that has been attained in taking the illiterate and non-English speaking recruits, and turning them into straight-thinking American soldiers. The first step along this line was undertaken at

the Recruit Educational Center at Camp Upton.

To carry out the program as outlined in General Orders, No. 109, and Bulletin No. 33, an educational organization has been set up in Washington, and in the various camps and posts. This organization comprises both military and civilian personnel. The War Plans Division, through its Education and Recreation Branch, is responsible for the functioning of the big educational organization of the Army. Associated with it is the civilian advisory board provided for in General Orders, No. 109. The education section—one of the sections of the education and recreation branch—has its appropriate subsections—general education, vocational training, and standards and tests. The camps, posts, and stations have each their education and recreation and their school officers. The instructors are drawn from the enlisted and commissioned personnel, and, where qualified men are not available from this source, civilians are employed. In addition, there are development experts for each of the courses offered and consulting experts for each of the seventeen large departments of study into which all the courses are grouped. The development experts are detailed to the various camps, posts, and stations throughout the service, while the consulting experts are responsible for certain groups of camps (territorial departments) where they supervise and direct the educational program. In the future, however, in accordance with the decisions at the recent conference mentioned above, all civilian experts will spend a part of their time at Camp Grant in the summer, thus keeping in touch with the ramifications of their work throughout the country.

How Funds are Derived.

The material and equipment used at these numerous camps throughout the service is secured from two sources, requisition and purchase. Equipment in stock in the military warehouses throughout the service is now available for vocational training purposes, and is secured for each camp by simple requisition by the school official at the particular camp. Material required for school use and not available from Army stock may be purchased, consistent with certain general restrictions, from vocational training funds allotted to each department, "service," or independent camp, post, or station. The funds are derived from two sources: (a) an appropriation of \$2,000,000 by act of Congress of July 11, 1919, for vocational training in the Army for the fiscal year ending June 30, 1920; (b) a fund of \$2,500,000 turned

over to the education and recreation branch by the various welfare agencies whose activities were taken over by the War Department on November 1, 1919.

ARMY SERVICE SCHOOLS DESIGNATED.

On February 17, 1920, The Adjutant General's Office of the Army made the following designations for general and special service schools:

General service schools:

School of the Line, Fort Leavenworth, Kans.

General Staff School, Fort Leavenworth, Kans.

General Staff College, Washington Barracks, D. C.

Special service schools:

Air Service Pilot School, March, Field, Riverside, Calif.

Air Service Pilot School, Carlstrom Field, Arcadia, Fla.

Air Service Storekeepers' School, Dayton, Ohio.

Army Bandleaders' School, Fort Jay, N. Y.

Army Medical School, Washington, D. C.

Cavalry School, Fort Riley, Kans.

Chemical Warfare School, Lakehurst, N. J.

Chemical Warfare School, Edgewood Arsenal, Md.

Coast Artillery School, Fort Monroe, Va.

Engineer School, Camp Humphreys, Va.

Field Artillery School, Camp Zachary Taylor, Ky.

Field Artillery School, Fort Sill, Okla.

Field Artillery School, Camp Bragg, N. C.

Infantry School, Camp Benning, Ga.

Motor Transport School, Camp Holabird, Md.

Motor Transport School, Camp Jesup, Ga.

Ordnance School of Application, Aberdeen Proving Ground, Md.

Ordnance School of Technology, Watertown Arsenal, Mass.

Ordnance Operation, Maintenance and Repair School, Raritan Arsenal, Metuchen, N. J.

Signal Corps School, Fort Leavenworth, Kans.

Signal Corps School, Camp Alfred Vail, N. J.

Tank Corps School, Camp Meade, Md.

It is explained by The Adjutant General's Office that the two general service schools at Fort Leavenworth, Kans., are together referred to as the "General Service Schools, Fort Leavenworth, Kans." Other changes indicated by The Adjutant General are as follows:

The School of the Line, Fort Leavenworth, Kans., replaces the Army School of the Line, Fort Leavenworth, Kans.

The General Staff School, Fort Leavenworth, Kans., replaces the Army Staff College, Fort Leavenworth, Kans.

The General Staff College, Washington Barracks, D. C., replaces the Army War College, Washington, D. C.

The Field Artillery School, Fort Sill, Okla., replaces the School of Fire for Field Artillery, Fort Sill, Okla.

The Cavalry School, Fort Riley, Kans., replaces the Mounted Service School, Fort Riley, Kans.

The Signal Corps School, Fort Leavenworth, Kans., replaces the Army Signal School, Fort Leavenworth, Kans.

The names of the following schools are discontinued, the schools having been moved to Camp Benning, Ga., and being included in the Infantry School:

Infantry School of Arms, Fort Sill, Okla.

Machine Gun School, Camp Hancock, Ga.

Small Arms Firing School, Camp Perry, Ohio.

The Engineer School, formerly at Washington Barracks, D. C., is now located at Camp A. A. Humphreys, Va.

NUMBER OF ENLISTED MEN TAKING EDUCATIONAL AND VOCATIONAL TRAINING.

The following figures were made public by The Adjutant General's office on February 10. They represent conditions as they were on December 31, 1919, and are the latest available official figures.

	Strength.	Number of students.			Per cent.		
		Educational courses.	In vocational work.	Total receiving training.	Educational courses.	In vocational work.	Total.
War Department.....	281	16	237	253	6	84	90
Philippine Department.....	13,984	7,048	3,442	10,490	50	25	75
Northeastern Department.....	3,881	987	1,551	2,538	25	40	65
Tank Corps training center.....	662	20	407	427	3	61	64
Hawaiian Department.....	3,590	1,512	800	2,312	42	22	64
Western Department.....	11,626	1,952	5,329	7,281	17	46	63
Central Department.....	25,502	4,693	10,169	14,862	18	40	58
Southern Department.....	33,947	6,471	12,580	19,051	19	37	56
Eastern Department.....	40,328	8,174	13,092	21,266	20	32	52
Southeastern Department.....	17,954	3,313	6,108	9,421	18	34	52
Panama Department.....	3,385	477	1,002	1,479	14	30	44
American force in Germany, Coblenz.....	16,230	252	3,700	3,952	2	23	25
The Adjutant General's Office ¹	896		91	91		10	10
Total.....	172,266	34,915	58,508	93,423	20	34	54

¹ Enlisted men on duty with R. O. T. C. units at various colleges.

CHICAGO COMMITTEES LIKE EDUCATION AT CAMP GRANT.

Church Federation and Chamber of Commerce Representatives Study Army Education—"Work Is Broad," Committee Says.

Committees representing Chicago citizens visited Camp Grant recently and made a report on the educational work. The committee consisted of Charles D. Lowry, a district superintendent of schools in Chicago; Henry F. Cooke, secretary of the Religious Education Association, and Leslie Lobingier, secretary of the Commission on Religious Education of the Chicago Church Federation. The report was as follows:

Your committee appointed to visit and report upon the value of the work in vocational education now being carried on among the enlisted men at Camp Grant begs to submit the following report:

We made a visit to the camp on Wednesday, February 18, and inspected the work of the classes being conducted in the following schools: Electrical, agricultural, stenography and typewriting, drafting and blue-print reading, music, tailoring, plumbing, carpentering, Americanization, school for cooks and chefs, automobile school, and the "basic courses." The so-called basic courses include citizenship, English, development

GENERAL PERSHING ON EDUCATION IN THE NEW ARMY.

The United States Army offers many opportunities and advantages to the young men of to-day. Much progress has already been made in instituting in the Army a system of educational and specialized training, and to-day the soldier, while serving in the Army, is given every opportunity to learn some craft or trade which will enable him to gain advancement in the service if he chooses to remain in it, or to take a more important position in civil life after he completes his enlistment.

General John J. Pershing.

and organization of industry, science, civics, history, and general literature. The theater school and physical culture directors school we were unable to visit. It should be stated that plans are already under way to supplement the number of courses offered very extensively.

Your committee desires heartily to endorse these efforts being made in the field of vocational education and to emphasize the following commendable points:

1. The work is purely voluntary.

2. Special provision has been made for illiterate and backward men, and in their case alone is the education work compulsory.

3. Both the academic and the industrial phases of education are emphasized, neither being stressed at the expense of the other.

4. The method is not one of narrow trade speculation. The period of six hours devoted each day to educational purposes is divided as follows:

(a) Shop work, 3 hours; (b) class in practical problems growing out of the shop work, 1 hour; (c) basic course in citizenship, 2 hours.

5. There is an intimate connection and this connection is evident to the mind of the soldier-student, between the vocational training and the Army work itself.

6. Capable instructors are being secured from the trades themselves.

7. The aim of those who have this work in charge is first to make good citizens and secondly to make good soldiers. As one instructor expressed it, "The aim is to train men so effectively that at the end of their three years in the Army, they can not afford to reenlist."

8. The emphasis is placed on moral purpose. This is particularly evident in the courses in citizenship. The aim is to develop the soldier's initiative and to aid him to a right understanding and interpretation of social relations.

The report was adopted unanimously at a meeting of the board of trustees of the Chicago Church Federation on March 1.

The Chicago Association of Commerce also went on record as favoring the educational and vocational work at Camp Grant, following investigation through its Army and Navy committee.



CONSTRUCTION—1. Bacteriology; 2. Filter Operation. Opportunities to learn or enlarge one's knowledge as Electrician, Steamfitter, Blacksmith, Mechanical Engineer, Steam Roller Operator, Boiler Maker, Heating Plant Engineer, Fire Fighter, Plumber, Machinist, Painter, Draftsman, Surveyor, Sign Painter, Bricklayer, Carpenter, Tinner, Road Foreman, Pumping, Refrigeration, Waterwork, and Sewerage Engineer on 500 construction jobs all over the country. Apprentices are given personal instruction by trained mechanics, under whose direction they do practical work.

SCHOOL LIFE

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Department of the Interior.

Editor, W. CARSON RYAN, JR.

TERMS.—Subscriptions, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to State, city, and county superintendents, principals of high schools, and a few other administrative school officers.

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EDUCATION AND THE NEW ARMY.

Few persons realize the significance of the educational work of the new Army. It is not merely that enlisted men are going to school and that soldiers throughout the Army are receiving general and special education as part of their Army training; but that men are enlisting in the Army in order that they may take advantage of these educational opportunities and be better prepared to reenter civilian life, and the whole purpose of Army enlistment is being subjected to ideals of civic upbuilding that are of tremendous importance.

"Never before, in the history of the American Army or any other army, have such opportunities been put before the soldier," says a recent War Department statement. "Whether he merely wishes to learn to speak mother English grammatically, or is ambitious to learn a trade, the new Army affords him a way. Hereafter no man need leave the service without returning to civil life equipped with knowledge that will secure him a position at good pay in the trade or occupation he has learned during his enlistment."

Army authorities point out especially that instructors are capable and that the opportunities are definite and specific. Some of the claims made for the educational work in the new Army might be summed up as follows:

The instructors in all the vocational training schools are capable men. The equipment—both shop and laboratory—is modern. The conditions under which the soldier gets his training are more favorable than in many civilian institutions. The student is taught without a cent's cost to him; not only that, he is well paid while learning, is furnished all his clothes, board, and lodging, and any

man who wishes to can come out of the Army after his discharge with money in the bank, in addition to all he has learned. Three hundred dollars a year can be saved by the private in ranks, and he gets 4 per cent interest on the money he deposits with the paymaster.

In this work the military training is conducted in such a manner that adequate means for national defense will be always available. The officers are trained as leaders of men, and the soldiers are trained as intelligent and capable national defenders who have at all times every incentive and opportunity to become themselves leaders, if they can develop the qualities of leadership. The education now given in the Army effectively guarantees that soldiers whose pre-Army education has been defective can not remain illiterates, and offers to all members of the Army a real opportunity to acquire occupational skill which will enable them to leave the service qualified to be self-supporting citizens.

Education for illiterates and non-English-speaking soldiers is made compulsory and is conducted by officer, soldier, and civilian teachers and according to methods devised by expert civilian educational counsellors. Occupational training is given under instruction methods developed by expert vocational trainers who have been employed by the Army, many of them on leave from the leading educational institutions of the country. Teachers of occupational training are obtained by the employment in the Army of well qualified civilian teachers and by the use of officers and soldiers as instructors who have, by their prewar experience, or their experience during the war, learned the practical details of the occupations in which they instruct. Army education also provides for the Army the large number of technical specialists that modern war demands.

The broad conception which the Army has of its mission to the country is well stated in a recent statement by officers of the General Staff: "The Army has set up specific machinery to insure the fullest cooperation between its officers

We want, and we are going to get, too, the highest-class men in America to come into our peacetime Army just as they flocked to the colors in time of stress—for we have something definite, something tangible, to offer the man who elects to enter the military service these days. The Army has the machinery to take him in hand, show him his weaknesses, discover his strength, teach him a trade or a profession, and give him a start in the right direction. It's the school of opportunity, and I earnestly recommend it to every young man in America.

Representative JULIUS KAHN,
of California.

and soldiers and the communities in which officers and soldiers are located. It is urging communities and the people of the country to consider the Army as a vital and natural part of the social organism of the Nation and not to consider the armed forces as separate and distinct from the rest of American life, but as inevitably and permanently interwoven with the whole social fabric. In its purpose to express essentially American ideals and to develop American men according to this program the Army feels that it may properly ask, and will undoubtedly receive, the support of all good Americans and of all organized bodies of American life that stand for the progressive betterment of our country."

MAKING AMERICANS AT CAMP UPTON.

The educational opportunities supplied by the Army for illiterates and non-English speaking men can be seen at their best at the recruit educational center at Camp Upton, N. Y.

The business of the Camp Upton Unit is to make Americans.

The men are made to talk English to each other, and, as far as possible, nothing but English. In fact, English is the only common tongue, and the diversity of races made the work easier, because, if they couldn't understand English, neither could all of them understand each other in any other language. They eat at the same table; they sleep on adjoining bunks; they meet on the drill field and repeat lessons in the classroom. They learn military discipline, the rudiments of drill, and English all at once, and are drawn together in a common bond. As soon as they acquire the language sufficiently, the men are transferred to fitting units for regular training and from that time they are treated precisely like everyone else.

There are more than 1,000 men in the Camp Upton classroom. Including native-born Americans, they represent 47 nationalities. Of the graduates, most have gone into one or another of the vocational schools of the Army; when their period of enlistment is over they will be trained and expert workers. But that is not all. The men who went to Camp Upton illiterate and uninformed will leave it citizens, fit to take their places in the national life. They will have received a specific trade training in addition to their education in English. Best of all, they will have caught a cadence even more important than the cadence of the drill field—the cadence of American life.

ARMY EDUCATION SKETCHES

I.

A NORSEMAN IN THE ARMY.

By an INSPECTOR.

Hansen is a Swede. I have always had a warm spot in my heart for his countrymen from the time, some 15 years ago, when I was stationed in Minnesota and had the pleasure of receiving them as recruits and giving early drill to hundreds of them. Fine, big, stalwart, blond headed men, most of them out of the lumber camps of the North woods; quiet, dignified, and as quick to learn as any men I have ever met.

Hansen had been a sailor since his boyhood, a calling traditional with a race descended from the Vikings and Northmen. The peculiar pucker about the corners of his eyes was characteristic of one who had for years gazed through the flying storm spray, trying to see what was on the murky horizon. I asked him why he had come to our country and to tell me about his plans.

He said that, like many of his countrymen, he had realized that America was the land of opportunity and had come over on a sailing ship with the intention of settling down here and making a home. Handicapped by lack of knowledge of English, and finding his knowledge as a sailor of little use to him ashore, he had had hard sailing. He happened to meet a countryman serving in the Army, who told him about the chances the Army offered for education and trade-school work, and after thinking it over, he enlisted.

He had been at Camp Upton for four months and now read and spoke English fluently, but with the pleasant burr characteristic of the newly-arrived Scandinavian. He was pursuing in his afternoons a course in house carpentry under the skilled instructors provided and planned to get in some work in practical husbandry. After this, when his enlistment period was over and his citizenship papers secured, he planned to go out to our great Northwest and with the money which he would have saved up from his Army pay secure a piece of farm land, build his own house and barn, cultivate his land, work for his neighbors as a carpenter to supplement his earnings as a farmer, and in a few years be an independent, well-to-do citizen. If I am any judge of men Hansen will do it, too. Men with that determined set to their mouth who look squarely at you when they talk, usually accomplish what they set out to do.

II.

HEARD IN THE SMOKING CAR.

By an ARTILLERY OFFICER.

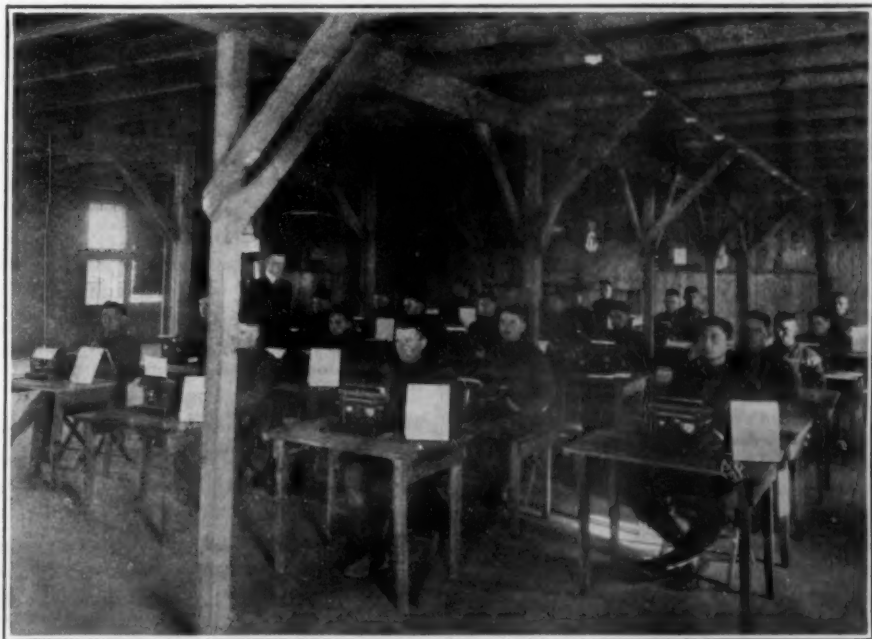
George Hadjimonolis is a private in the United States Army. I met him on the train the other day when I was leaving New York City for Camp Upton on the north end of Long Island. Hadjimonolis is a Georgian mountaineer; no, not a citizen of the great State in our Southland, but one of that hardy race living in that remote and little known region in the southwestern corner of Russia between the Black and Caspian Seas, composed of bold mountain spurs running north from the Caucasus Range.

When I am traveling and find a fellow soldier on the train I always engage him in conversation. It makes the time pass quickly, and it would surprise you to know of the odd bits of information I have picked up and stored away in my mental garret by doing it. This was to be no exception.

Hadjimonolis spoke in a well modulated voice with a soft, foreign accent, which I could not quite place. His idiom was quaint at times, but I had no difficulty whatever in understanding everything he said to me. I had observed him when he boarded the train and noted the broad shoulders, thin flanks, wiry build, and springy tread characteristic of the mountaineer, but the combination of swarthy skin, blue eyes, and crisp, black, curly hair marked him as a foreigner.

He was a man of more than average intelligence and had the innate, quiet courtesy characteristic of those who come from a warlike race. He told me that he had been in this country eight months, but due to his inability to read or write English had had rather a hard time of it for his first two months, living from hand to mouth and drifting from one piece of hard, unskilled labor to another in New York. He had heard of America as the land of opportunity, but had become rather disappointed with it, until he one day met an Army recruiting sergeant who spoke Russian and who told him about the school system and vocational training schools of the Army which were intended to open the door of opportunity to just such men as himself. Hadjimonolis was a thinking man, and told the sergeant that he would consider it and let him know later. That afternoon, after a particularly trying time under an abusive, overexact foreman, he decided to try the Army, and next morning presented himself to the recruiting officer. Naturally strong and healthy from his hardy, outdoor life, he easily passed the rigid medical examination, and was put on the train and sent to the recruit educational center at Camp Upton, N. Y.

At first he had had considerable difficulty with English, since, as he explained to me, it was so entirely different from the polyglot tongue of his homeland. But by perseverance, he had finally mastered it after six months in the school, and was



A CLASS IN TYPEWRITING IN CAMP PIKE COLLEGE.

now waiting to be sent out to join his regiment, where he intended to take up more advanced work.

Hadjimonolis told me many interesting things about his mountain home—how his race was composed of many strains; that centuries ago straggling knights and men at arms, the flotsam and jetsam of the Crusades, had stopped there and made his mountains their home. He told me the warlike spirit that had characterized these early adventurers still permeated their descendants; that every boy was raised with a rifle in his hand, and that family and village feuds had been carried on for centuries. He told me that each family still bore the coat of arms of its early progenitor, but that names had been so corrupted with the passing centuries that they would probably be no longer recognized. Possibly, like many of the names well known during the medieval centuries in Europe, the original families have ceased to exist, and in these mountain fastnesses alone exist traces of those who once were the flower of European chivalry. Hadjimonolis spoke of curious, straight, two-edged swords, with handles symbolical of the Cross for which their bearers had fought, still being handed down from father to son as their most prized family possession. He mentioned family mottoes, etched on the blades by long-dead armorers, in languages the meaning of which none of the present owners could even guess at. What a wealth of material, I thought, this would be for the antiquarian.

This soldier spoke of the admixture of Turkish blood with Russian and other European strains. What a peculiar blending—Christian and Infidel. However, the Christian faith has survived and all of the willingness of its early defenders to fight for the faith of their fathers. A truly remarkable people, and an unusually interesting man, I thought, as we parted company at the Upton station.

III.

THE MELTING POT MELTS.

By Maj. F. A. TURNER, Field Artillery.

Anthony Anastopolous is a fine-looking, broad-shouldered, straight, manly looking corporal in Company B of the recruit educational center. Noticing him drilling a platoon the other day in Camp Upton, I asked his commanding officer about him. Maj. Byrne told me that before the United States entered the World War, Anastopolous had been an unskilled laborer in the steel mills at Gary, Ind., because he could neither read nor write. He enlisted in the American Army and

CALLS CAMP UPTON "MISSIONARY ENTERPRISE IN AMERICANIZATION."

Work With Illiterates and Foreign Born Based on Human Appeal, Says Capt. Myers—Director of Educational School Describes Recruit Educational Center.

"A missionary enterprise in Americanization," is the way Capt. Garry C. Myers, director of education at Camp Upton, N. Y., describes the Recruit Educational Center. He says in a recent statement describing the principles, plans, and purposes of the educational program of the center:

If only the few men who pass through this institution were to be considered, the service rendered would be comparatively small, but there is in mind the people at home from all corners of America, to whom it is desired to carry the wish to handle the English language, and through that to get an appreciation of the traditions and ideals of America, with special emphasis on the ideal of service.

Attempt has been made, in constructing the course of study, to take account of the following: 1. Human appeal around the main project, "a letter home in the man's own hand and composition at the end of two weeks." 2. Of suggestions (a) for the man to do his best; (b) of the nobility of the soldier's job; (c) that the soldier receives much; (d) that in the Army he learns those things that will promote his health and usefulness; (e) that he owes much; (f) that in appreciation of what he gets he will be happy to serve his country. 3. That all suggestions of proper habits, duties, and virtues are most effective when camouflaged and especially when the learner unwittingly becomes a teacher of those duties and ideals which it is desired he shall get. 4. That the school and Army, of which the school is

went to France with it and was highly spoken of by his officers for his courage in action. It was his ambition to become a noncommissioned officer, but because of his educational handicap, it was impossible to entrust the lives of other men to his keeping.

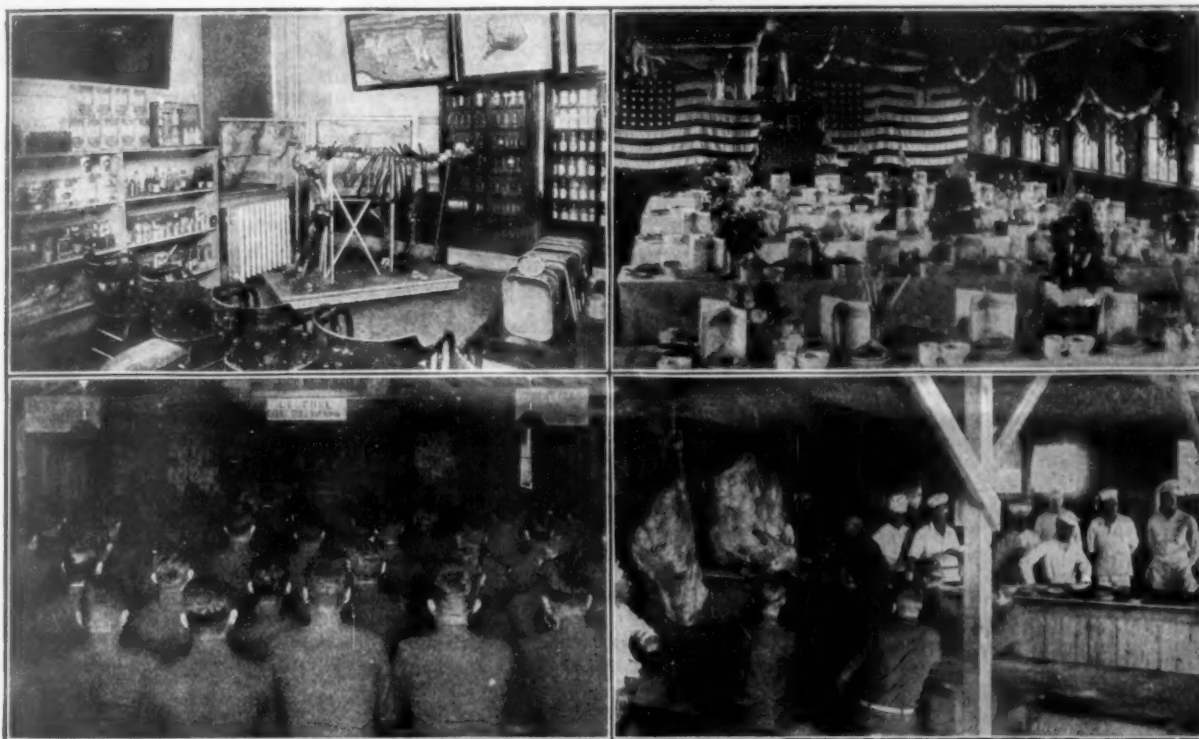
When he returned to this country after the war and learned that it is now the policy of the War Department to extend opportunity to such men as himself to secure an education, he promptly reenlisted and was sent to the recruit educational center at Camp Upton, N. Y. He had been there five months when I saw him. Byrne told me that he had learned to write and write well and had been made a corporal as soon as he learned, since he was really a superior man in other ways. He told me with a smile that Anastopolous' ambition after his promotion was to some day have command of a platoon. With this in view he had been studying his drill regulations during every spare minute. Byrne finally decided to give him a trial. He made good, and was every morning drilling 32 men and doing it well. Byrne told me that his papers would be back any day, making him a sergeant. Fast promotion, but they don't keep a good man down in the Army.

I sent for Anastopolous. He told me that due to his inability to speak or read our language, he had been compelled to work at the hardest of unskilled labor in the steel mills, all the time listening to the abuse and vilification of a "straw boss," or foreman, little better educated

than himself. He told me that now that he had started on an education, he would complete it, and after his service with the colors had ended would return to civilian life and would himself take charge of a gang of men. It interested me to hear him say that he had learned in the Army to handle men and get the work out of them and that without raising his voice and shouting at them or constantly using vile and abusive language toward them.

In talking with him I had noticed his depth of chest, his springy walk, and lithe, muscular appearance, typical of the boxer. I remarked to Byrne, "What a fine boxer that man would make with training." He replied that Anastopolous was of Spartan extraction, took a great pride in the traditional skill of his race in athletics, and had taken particular interest in the boxing instruction given all of the men. He had so far excelled the rest of the men in this particular branch of athletics that his company commander had entered him for the championship contest of the camp, and to the surprise of everyone he had eliminated all other contestants and now held the heavy-weight championship.

Here, I felt, was a fine type of the sort of man the Army makes, a cool-headed, quiet fellow with the poise and self-confidence of the trained athlete, his manly qualities and instinct for fair play developed by supervised competition, his education well under way, and his ambition aroused. If that man does not go far when he returns to civilian life, I will miss my guess.



BAKERS AND COOKS—1. Class Room; 2. Model Dining Room; 3. Lecture; 4. Butchers and Pastry Cooks. Selected men from Infantry and other branches. Permanent schools are located at Camp Merritt, Fort Riley, Fort Sam Houston, and the Presidio of San Francisco. Branch schools in the larger camps. Course 4 months. Students instructed in food values, inspection and preparation, also in use and care of equipment and utensils. Certificate of proficiency given on graduation, recognized by hotels, etc. Graduates now earning \$150 per month and upwards.

a part, should be "sold" to the men. 5. That the Army, through its schools, will be the means through which will be developed a broader mastery of English; a wide familiarity with the ideals and traditions of America; and for these a more genuine and effectual feeling of devotion and esteem.

Ten Lessons to a Grade.

For the purposes of administration the course is divided into 6 grades, with 10 lessons to a grade. The lessons of the last two grades are of biographical nature and the fourth grade represents a kind of bridge between these and the earlier grades, which are of a more definitely suggestive type of lesson. The fifth grade lessons are designed with the special object of appealing to the pride of the non-English speaking man, at the same time pointing out to the English-speaking man the fact that his non-English speaking comrades represent nationalities from among whom there have been heroes relatively as great as the heroes of America. Thereby it is desired to develop a respect for sacrifice and patriotic service, regardless of the country from which a man or his parents have come. The sixth grade obviously puts the emphasis on great Americans with a view to awaken the pride and esteem of every soldier for his adopted and native country, and to make him proud that he is a soldier in the American Army.

First Month Uninterruptedly in School.

Short talks of about five minutes daily are given by Line Officer Lieut. Wells, who passes from class to class to do so. This, together with the attractive pro-

gram set forth by the commanding officer, recruit educational center, in General Order No. 7, upon his reorganization of the center, February 19, 1920, indicate the very close coordination of the school program and the strictly military program. Thereby was established an effectual scheme by which school attendance was doubled and the strictly military organizations were made responsible for checking up attendance. Furthermore there was created an isolation station whereby a means was effected for protecting the men from contagion and the school from the handicaps incident to quarantines. During this period of isolation the men are classified, on the basis of their literacy and intelligence ratings, for the school. These orders provide: (Par. 5) "During the first month of enrollment figured from the day after discharge from the isolation station, recruits will not be detailed for any company or other fatigue. Their only duties will be military instruction and the educational course."

As a result of this order the recruit is enabled to spend the first month uninterruptedly in school just at the time it is desired to sell the school to him.

Every Lesson a Lesson in Citizenship.

Every lesson, while primarily a lesson in reading and writing, is at the same time a lesson in history, civics, hygiene, and other elementary knowledge essential to making the men useful Americans. There are, however, brief, simple, definite graded lessons in numbers, embracing the rudiments of arithmetic. Even here attempt is made to incorporate numbers as a part of the basic course by means of simple projects.

Attempt is made to give the teacher wide latitude for individual expression in teaching, and in every way encourage initiation of teaching devices and suggestions for improvement of the school. Obviously the recruit school, to be really effective, demands teachers of excellent physique, personality, adaptability and academic and pedagogical training.

The men are first classified on the basis of their literacy as to grade. Within the grade they are assigned to sections in accordance with their intelligence rating on the basis of the Army tests. In the first grade, for example, there are four sections, with a very bright section, a very dull section and two other sections proportionately. This scheme has proved very satisfactory, for the men of the best section can advance about three times as fast as the men of the poorest sections. Furthermore, knowing the relative intelligence of any section the Director of Education can measure with considerable ease the efficiency of the teacher of that section.

Learning English Not Confined to Classroom.

To a casual observer this plan seems to ignore the difference between the strictly English speaking and the non-English speaking man. To be sure for teaching purposes there are some advantages in segregation as was heretofore tried out; but such segregation defeated the very purpose for which this institution stands, namely, Americanization, since it exaggerated the gap between the two groups as a result of which there grew up a feeling of mutual antagonism. As a result of this new classification only native capacities and efforts are taken into account, and

the men of whatever language are clearly shown that this is the leading aim of the American Republic.

Learning English is not limited to the classroom. It carries into the theater, the drill field, the recreation rooms, and the reading room. Twice a week the men of the whole organization meet in the theater to sing popular and patriotic songs under a leader who makes every song a lesson in English, manhood, and Americanism. On the drill field they learn to give their own commands as they drill to the cadence system. In the recreation room they find the kind of books that have had most appeal in school and read the current magazines and daily papers.

Another distinct feature of the educational program is the evening reading room, to which men may go voluntarily to write letters, to read books, or to have books read to them.

RECENT PUBLICATIONS CONCERNING THE ARMY AND ITS EDUCATIONAL WORK.

The following publications have been supplied to the United States Army recruiting officers for distribution and can be obtained without cost as long as the limited stock is available:

Learn While You Serve; 16 pages, illustrated.

Forceful Facts About the Army; 19 pages.

Rewards for Service; 32 pages, illustrated.

The Army and the People; 8 pages, illustrated.

Statement Concerning Education, Recreation, and Character Building in the United States Army; 8 pages.

Travel, Earn, Learn; 8 pages.

The United States Army is Your Army; 8 pages, illustrated.

Pamphlets on the Branches of the Service.

The following is a list of pamphlets of general interest dealing with the different branches of the service:

The Field Artillery, "Field Artillery, United States Army;" 12 pages, illustrated.

The Air Service, "The Sky is the Limit"; 32 pages, illustrated.

The Quartermaster Corps, "Why Not Finish Your Course"; 32 pages, illustrated.

The Infantry, "The Infantry, U. S. Army"; 12 pages, illustrated.

The Coast Artillery, "Join Us, the Coast Artillery"; 6 pages, illustrated.

The Cavalry, "The Cavalry, U. S. Army"; 12 pages, illustrated.

Chemical Warfare Service, "A Chance for 1,348 Good Men"; 8 pages, illustrated.

Ordnance Department, "Learn and Earn"; 20 pages, illustrated.

Signal Corps, "Message from the Signal Corps"; 12 pages, illustrated.

Corps of Engineering, "Information Concerning Enlistments in Engineer Organizations"; 24 pages, illustrated.

Tank Corps, "The U. S. Presents the Tank Corps"; 8 pages, illustrated.

The Construction Division, "Learn a Trade"; 4 pages.

Special Educational Pamphlets.

In addition, a number of the military posts issue booklets presenting the educational and vocational training opportunities they offer. A list of these publications is given below. Other camps are constantly issuing such books, and if the post in which a reader may be interested is not listed, a letter to the commanding officer will secure a printed publication or at least a statement of the vocational training work at the particular place.

"As the edition of these publications is in most cases very limited because of lack of funds, it may be found that stocks are exhausted, but commanding officers will make every effort to take care of anyone who is really interested," says the War Department in a recent statement. The list of post educational booklets, with the name and address of the post, is as follows:

United States Army Schools, Camp Gordon, Ga.

Learn How to Make Money, Camp Eustis, Va.

The Camp School, Camp Devens, Mass.

Camp Meade Schools, Camp Meade, Md.

Vocational and Educational Schools, Camp Jackson, S. C.

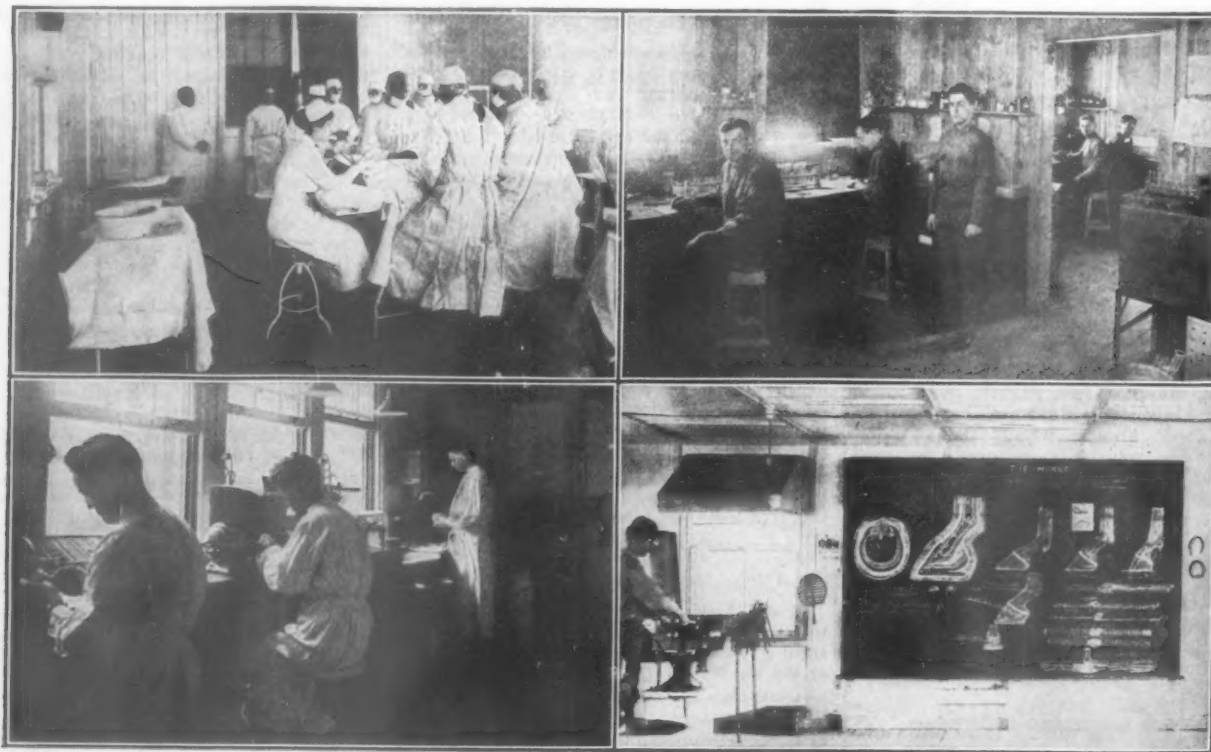
Camp Sherman Schools, Camp Sherman, Ohio.

Educational and Vocational Courses of Instruction for Soldiers, Fort Ethan Allen, Vt.

Camp Pike College, Camp Pike, Ark.

Education and Recreation, Camp Funston, Kans.

The Educational Department, United States Army, General Hospital No. 2, Fort McHenry, Md.



MEDICAL DEPARTMENT—1. Surgical Attendant; 2. Laboratory Work. Other instruction, X-ray, Drug Clerk, Sanitary Engineering, Stationician, Instrument Repairer, First Aid, Minor Surgery, Nursing and Ward Management. Courses 6 months to 1 year. 1000 students per year. **DENTAL WORK**—Dental Assistant. Enlisted men as dental assistants qualify for positions as unlicensed assistant dental laboratory. **VETERINARY CORPS**—Meat and Dairy Inspection, Horseshoeing, Feeds and Feeding, Animal Management, Veterinary Hospital, Laboratory Service

WHAT THE ARMY HAS TO OFFER YOUNG MEN OF CHARACTER AND AMBITION

By Peyton C. March, General, Chief of Staff.

When a boy reaches the age of 18 years the whole world lies before him. The question arises for each youth: "What can I now do to develop my power; to accomplish the most of which I am capable?" This question is vital and of deepest concern to the parents as well as to the boy himself. The peacetime volunteer Army is made up largely of young men who enlist in the Army when they are from 18 to 21 years of age. For a young man of character, who is ambitious to improve and to develop himself, an enlistment period in the Army at this stage of life offers a splendid opportunity. This opportunity, while most important from a material standpoint, is not to be measured in the terms of dollars and cents alone. In the development of character, in the attainment of ideals of service, an enlistment in the United States Army, coming at approximately the time when many parents can no longer afford to send their sons to a school, is a turning point for good in the young man's life. In enlisting these boys, the War Department is responsible to their parents and to the country that the period, whether for one year or for three years, spent in the Army is a period of firm but justly administered discipline, of development and of improvement, physically, mentally, and morally.

Parents May Have Confidence.

The point I especially wish to emphasize is that serious minded and conscientious mothers and fathers can entrust their boys to the War Department with the feeling that it is keenly interested in developing these boys to a clean and useful manhood and returning them to their home communities at the end of their enlistment period, honorable and capable citizens, inspired with ideals of service, and competent to earn a good living for themselves because of their Army training. The Army is closed to youths of other than good moral character, as the War Department does not intend that the Army shall be used as a school for reforming boys of vicious tendencies.

The War Department needs recruits whom it can train into soldiers to perform the military service essential to the

country's well-being. There is work—and important work—for each man to do; but the War Department has further plans than merely getting its work done. There is new idealism arising everywhere as a result of the World War, and conditions in the Army have changed. The time has passed when the Army is merely concerned with training its recruits to become efficient soldiers. It intends also to give them training which will be a valuable asset to them on their return to civil life. It now assumes responsibility for the entire 24 hours of their day, and it is the intention to see that every portion not devoted to military training or duties, is fully spent in useful study or helpful recreation.

Educational Features.

There exists in the Army to-day real opportunity for vocational education along the various trade lines; and also opportunity for general education, both elementary and advanced. When a recruit first enlists, every effort is made to induce him voluntarily to take advantage of the vocational and educational opportunities offered him in the Army. He is urged to attend classes in such trades as motor mechanic, carpentry, blacksmithing, plumbing, etc., and to improve his education by instruction in spelling, grammar, history, mathematics, and the like. The War Department does not desire to misinform the public or to exaggerate the really fine opportunities that it does offer to every man joining the Army, by allowing it to be understood that all of a soldier's time is to be spent in educational or trade schools, or that the recruit who enlists for only one year can learn everything in one year, since a part of such time must be spent in military instruction and in the performance of his military duties. Though vocational and educational instruction are considered of very great importance and the entire Army is now devoting a great deal of time and energy to such instruction, the military training and military duties are still paramount for soldiers.

Every man, however, who is honestly desirous of obtaining skill in a civilian

trade or occupation, can obtain in the Army that thorough fundamental knowledge upon which can be built the skill of a master workman. The War Department takes the vocational training seriously. It considers that the better the education, and the higher his state of contentment, the greater his efficiency and the more useful the man. A system of education by which a man can obtain military training, general education, and a fundamental knowledge of a useful trade is the ideal desired. The best curriculum, the most useful equipment and the best personnel obtainable are insisted upon. It is purposed to make the Army not only a military force to be ready and trained in the time of a national emergency, but a great educational institution where young men of the best mental, moral, and physical attainments, and with the largest ideals of patriotic service, will be produced.

Not only when the recruit is actually attending the educational and vocational schools provided in the Army, but also while he is being given his training and doing his daily military work, he is learning something constantly and being trained in a school which is molding him into a more effective and valuable citizen. In many cases through this instruction he is actually learning a desirable trade.

Physical Benefits.

The physical benefits derived from the Army's system of physical training given every soldier, combined with regular hours, excellent food, sanitary and healthful living conditions, and out-door life with shooting, camping, riding horseback, swimming, etc., improve the average recruit physically to such an extent that the average civilian can not be compared to the average soldier in strength and in athletic prowess. The Army is in fact a first-class school for athletic training and development, and does, beyond a question, vastly improve physically practically everyone entering its service.

The Army life builds up physical stamina that is not only the foundation for a vigorous life of useful work, after the soldier has left the Army, but adds

to the person's happiness because of "the joy of being well." Not only does the recruit generally increase in weight, but the soft and undeveloped young man who comes into the Army is turned out at the end of his enlistment with a deeper chest, broader shoulders, well developed muscles, and with a physical set-up and carriage which makes him a marked man for life. Parents desire to have their sons well set-up and physically good to look upon, as much as the boys themselves desire such physical superiority. It must be remembered that while boys at the age of 18 have attained approximately their full height, neither their vital organs nor muscles have attained their full size and development. Their final physical development takes place during approximately the period of from 18 to 21. The young soldier is indeed fortunate who passes through this physically most important period of his life with the opportunity for development under the favorable circumstances offered in the Army.

High Types Wanted.

The War Department does not give something for nothing. The kind of young men who are wanted in the Army are those who are ambitious, energetic, and willing. What the Army expects and demands of these young men is honest and faithful service. It gives them in return for such service, besides educational and vocational training, excellent food, ample clothing of good quality, properly ventilated and heated quarters, amusement and recreation in the company of wholesome manly young friends, medical and dental treatment, all free of cost to the soldier. The Army pay is spending money to do with as the soldier sees fit. It is not every man these days who is free from every financial care and still has at least a dollar a day in his pocket over and above all necessary expenses. The Army life is a happy one and the average young boy will have a cheerful and interesting life in the service, on which he can, and will, always look back with pleasure. The recreation of the soldier occupies a definite place in the activities of the Army, and includes such amusements as athletics, music, dramatic entertainment, service clubs, libraries, etc., along with the more serious business of learning to be a soldier fit to play an effective part in fighting the country's battles.

When a young soldier finishes a term of honest and faithful enlistment he is given an honorable discharge from the Army with a character estimate in accordance with the class of service he has rendered. The War Department, in ad-

dition, plans as soon as practicable to give discharged soldiers a War Department certificate of proficiency in that trade which they have learned in the Army vocational training schools. The possession of an honorable discharge and such a certificate of trade proficiency by a soldier, especially if he has been discharged with a character of "excellent," will be a source of justifiable pride to the man himself, and in addition will be a very valuable recommendation, coming as near being a guarantee of profitable employment as anything that could be possessed.

Character Building.

All serious and thoughtful parents earnestly desire that their sons be honorable and useful members of society. While the material advantages of a period of training in the Army are obvious,

the country may rest assured that the War Department pays great and constant attention to the more important matter of the upbuilding of the character of the young man entrusted to its care. Moral standards are maintained at a high plane and it is the constant effort that soldiers shall be returned to civil life with high ideals, sterling character, and in every way fitted to be good American citizens of the best type.

What I particularly wish to emphasize is that those parents who are desirous of permitting their sons to enlist in the Army can do so with the confidence that the War Department considers itself a trustee for these youths and will return them to their parents, friends, and home communities at the end of the term of enlistment, improved mentally, physically, and morally because of their service.

A BLIND SCHOOL GIRL'S STORY OF ARMY ENLISTMENT.

[Furnished to a U. S. Army Recruiting Station by W. L. Abbott, principal of the Travis School, Houston, Tex., who writes: "Miss Bernadine Ross is a blind girl who has learned the touch system of writing on the typewriter, and does all her written work that way. This story was thus written in my presence."]

Some of the benefits I can best illustrate by the following story, entitled "Dick Did; Tom Didn't."

Dick and Tom were brothers, living in Iowa (Harry, an elder brother, had died of consumption a year before), and Dick and Tom, both slightly built and narrow chested, were farming the acres left them by their father. Into the community came an officer seeking enlistments for the United States Army. The brothers were interviewed, but, the country not being at war and patriotism not involved, Tom did not once consider enlisting. Dick, however, listened to the officer's description of the different departments, heard him tell of the vocational training and physical exercises for building health and physique, and decided to go. His mother and Tom objected, insisting he was needed there, etc., but Dick had some money banked and a cousin who was willing to take his place on the farm for a reasonable sum, so he left his mother in tears, his brother in anger, and his neighbors solemnly wagging their heads, and promising to return in three years, departed.

At the end of six months' training Dick had gained 30 pounds, was erect, strong, full of vigor, and enjoying Army life immensely. Dick's officers had learned that Dick was intelligent, with special ability for judging horses. So he, accompanied by an officer, was sent on a buying expedition, during which he visited many farms and learned to know much of men and more of horses. One acquaintance became Dick's sincere friend and proposed that they should go into partnership raising horses, Dick furnishing the farm and work and his ability to offset the capital of his friend.

At the end of Dick's enlistment he went home. His mother gladly received him, and Tom welcomed him also, the farm work having grown too heavy for his feeble body to endure. He immediately began building barns and filling pastures with horses, and in five years his few hundreds in bank had turned to many thousands, besides paying Tom's burial expenses, building a new house, and installing therein "the dearest girl in the world," whom he had met on one of his many journeys about the United States.

Healthy, wealthy, traveled, and happy, his ability acknowledged, and his horse farm noted, he is pointed to with pride by the community as an example of the benefits of enlistment in the United States Army.

BERNADINE ROSS,
Travis School, Houston, Tex.

COVERS ALL BRANCHES OF THE SERVICE.

(Continued from page 3.)

U. S. A., have been established and are now in operation at Camp Holabird, Baltimore; Camp Jesup, Atlanta; Camp Boyd, El Paso, Tex., and Camp Normoyle, San Antonio, Tex.

These schools were established after several months of study by the officers of the corps and after it became apparent that the Army was in need of men who had been thoroughly trained in the mechanical fields, and particularly in the automotive industry.

It is announced by the Motor Transport Corps that men are needed in this branch of the service—men who will be trained in the schools, but it is also stated that none but the best material can hope to enter these schools. Before being sent to a school a man's record is given the most careful scrutiny; he must measure up to the mark, both physically and mentally, and he must have at least a foundational education.

Upon completing his course at one of the schools the soldier is given a certificate of proficiency, and his standing upon graduation from the first course will qualify him to undergo further training of the same type.

By the method of progressive study adopted at these M. T. C. schools the

The keynotes of the new Army are responsibility, vocational training, and 100 per cent citizenship—responsibility of every soldier for the mission which the American people intrust to him; vocational training that he may leave the Army a greater producer for himself and for America; and 100 per cent citizenship that he may appreciate the privilege of serving as an American soldier, and that he may be always thought of as what he is—a model of Americanism.

Maj. Gen. P. C. HARRIS, The Adjutant General of the Army.

soldier can finally graduate as a blacksmith or a general automobile expert. To have attained these ends he will have taken a complete course for motor assemblers, ignition and "trouble shooters," and a course in axle, transmission, and chassis.

Before graduation the soldier will have attended all lectures prescribed on these subjects and devoted himself for a period of several months to acquiring practical knowledge of a trade under civilian experts that would ordinarily take years to acquire under ordinary civil life conditions.

A bulletin issued by the Motor Transport Corps says: "All the instructors are now back at their old jobs and the schools have a brand-new equipment: The Motor Transport Corps has 68 vocational specialists, from chauffeur to engineer. All there is to know about the automotive industry can now be learned at the schools.

"A man puts in five and a half months in receiving instruction; the rest of the period of enlistment is put in at work at the trade that has been taught the student. Only the best men can reach the Motor Transport Corps—clear minds, good bodies, and a good common-school education.

The Signal Corps at Camp Vail, N. J.

One of the newest educational centers opened up by the Army for the training of officers and enlisted men in vocational work is the Signal Corps school at Camp Vail, N. J., which on January 1 enrolled upward of 400 students.

This school began running October 1. No fewer than 19 different technical subjects are taught, preparing men for as many different professions, which can be pursued either in the Army or in civilian life after discharge.

After a course at the school, which runs an average length of six months, a



MOTOR TRANSPORT CORPS—1. Timing Motor on Test Stand; 2. Tire Repair, tube and solid; 3. Engine Study; 4. Bearing Scraping. Courses embrace 68 trades. Schools have own instructors, buildings and equipment at Camps Holabird, Jesup, Boyd, Normoyle. Courses 5 to 9 months, start three times a year. Post graduate courses for men with high ratings and opportunity for university training for best of these. No fatigue duty, except school work during training period. Men trained first, work at trade balance of enlistment. Promotion based on standing.

man is given a certificate of proficiency in one of the following occupations: Lineman, storage-battery man, gas-engine man, auto mechanic, cable operator, cable splicer, cable tester, Morse operator, telephone engineer, radio specialist, radio operator, telegraph mechanic, telephone switchboard installer, telephone mechanic, stenographer, clerk, photographer (still or motion,) meteorological computer.

After a short preliminary course, in which a man finds out just what his abilities are, he is allowed to choose any of the above subjects, and from then on, until the end of the course, he is trained intensively in that one subject alone.

Col. F. R. Curtis, Signal Corps, in discussing the school said: "This is a wonderful opportunity for a young man who wishes to finish off an education. A course at this school will greatly assist him in securing a good paying job upon completion of his enlistment. After finishing a course he may be assigned to one of the Signal Corps organizations where he will be able to apply what he has learned practically. There are excellent opportunities in these organizations for promotion from the enlistment pay of \$30 monthly to as high as \$105 monthly in the noncommissioned grades, and this is practically all clear money. In addition the young man gets all his clothing, keep, quarters, medical and dental treatment absolutely free."

This Signal Corps school now has 14 selected officer instructors, 3 civilian consulting engineers, 11 selected noncommissioned instructors, and several privates. The radiolaboratory and telegraph and telephone laboratories are supplied with the newest equipment, installed at a cost of thousands of dollars.

To enter the school from any part of the eastern section of the country, it is only necessary to enlist at the nearest recruiting station. Men enlisting in the western section are sent to the Signal Corps organizations in that section, or the Southern Department. These men may later make application to the Chief Signal Officer, through their commanding officer, to take the course at Camp Vail.

Air Service Schools at Kelly Field, Tex.

Like the Motor Transport Corps, the United States Army Air Service mechanics' schools offer the young man of character, ability, and willingness an opportunity to learn trades that will place him among the topnotchers both in experience and earning power.

Men especially desired for the Air Service mechanics' schools are those who have had experience as garage men, car-

penters, blacksmiths, metal workers, radio mechanics, radio operators, tailors, coppersmiths, chauffeurs, motor cyclists, photographers, and vulcanizers, as well as those who have an earnest desire to become proficient in any of these occupations.

In a statement just issued the Air Service mechanics' schools announce that "skill as a mechanic is desirable, though not necessary, because of the school system which will thoroughly train non-specialists. The other general requirements for students in the schools are character, intelligence, and physical condition."

An important feature of the school is the fact that a man is under no expense while learning, and it is estimated that a man can reach the end of each month with more actual cash in his pocket while a student than he would if earning \$5 a

day in civil employment and paying his own living expenses. The Army pays all board, clothing, housing, and other incidental expenses of the student.

The Air Service schools are more completely equipped for thorough instruction in the various trades taught than any institutions of their kind in the country. The instructors, too, are all men with wide practical experience and theoretical knowledge, who ground the student in all the newest phases of development brought into use during the war.

Conditions under which the student lives while undergoing instruction are ideal, every care being taken to insure good health and comfort. Upon completion of the course, each man is given a certificate of proficiency, with further opportunity of increasing his specialized knowledge.

MAY EDUCATIONAL MEETINGS.

American Conference of Pharmaceutical Faculties. May 5-6, Washington, D. C.

Pres., Wortley F. Rudd, Richmond, Va.

Sec., Theo. J. Bradley, 179 Longwood Ave., Boston, Mass.

American Council on Education. May 7, Washington, D. C.

Pres., Harry Pratt Judson, University of Chicago.

Secy., Virginia C. Gildersleeve, Barnard College, New York City.

American Federation of Arts. May 19-21, Metropolitan Museum, New York City.

Pres., Robert W. de Forest, 30 Broad St., New York City.

Secy., Leila Mechlin, 1741 New York Ave., Washington, D. C.

Associated Harvard Clubs. Apr. 30-May 1, Washington, D. C.

Pres., G. Cook Kimball, 1222 Frick Bldg., Pittsburgh, Pa.

Secy., E. M. Grossman, 820 Bialto Bldg., St. Louis, Mo.

Association of Business Officers of the Universities and Colleges of the Middle West. May 7-8, Chicago, Ill.

Pres., Trevor Arnett, University of Chicago.

Secy., W. H. Bates, University of Iowa.

Association of History Teachers of the Middle West States and Maryland. May 7-8, Easton, Pa.

Pres., D. C. Knowlton, Lincoln School, Teachers College, New York City.

Secy., R. W. Kelsey, Haverford, Pa.

Mississippi Teachers' Association. May 5-8, Jackson, Miss.

Pres., Fred D. Mellen, Agricultural College, Miss.

Secy., H. L. McCleskey, Normal College, Hattiesburg, Miss.

Mississippi Valley Historical Association, Teachers' Section. Apr. 29-May 1, Greencastle, Ind.

Pres., Milo M. Quaife, Madison, Wis.

Secy., Howard C. Hill, University of Chicago, Chicago, Ill.

National Association of School Accounting and Business Officials of Public Schools. May 18-20, Minneapolis, Minn.

Pres., Henry B. Rose, 32 Summer St., Providence, R. I.

Secy., George F. Womrath, 305 City Hall, Minneapolis, Minn.

New England Modern Language Association. May 8, Boston, Mass.

Pres., Joel Hatheway, School Committee Rooms, Boston, Mass.

Secy., Helen A. Stuart, Girls' Latin School, Boston, Mass.

United States Bureau of Education Conferences: Conference on Rural Education in North Carolina, Greensboro, N. C., May 4-6; Citizens' Conference on the National Emergency in Education, Washington, D. C., May 19-22.

Western Arts Association. May 4-7, Detroit, Mich.

Pres., Harry E. Wood.

Secy., L. R. Abbott, Grand Rapids, Mich.